



Guide to Support the Completion of the SIT CLD Student Form Guide (for Culturally & Linguistically Diverse Students)

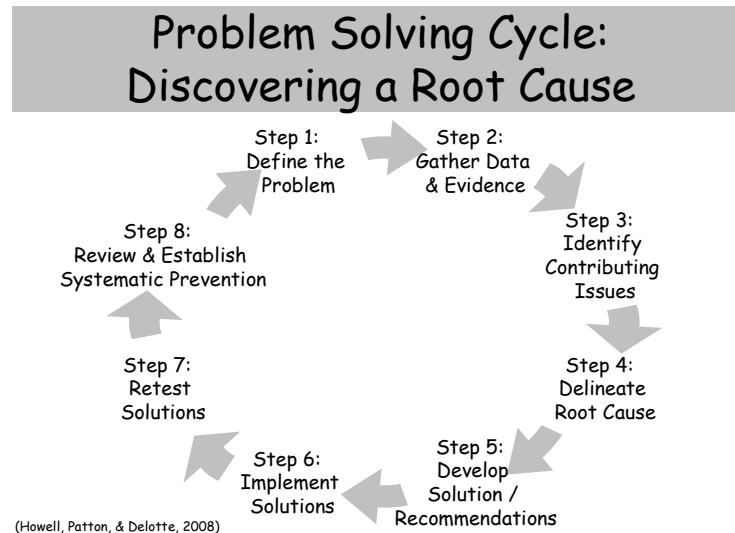


THE PURPOSE OF THE SIT CLD Form IS:

- A data collection form that guides SIT in the decision-making process in order to design and implementation for instruction and intervention of Culturally/Linguistically Diverse (CLD) students.

THE PURPOSE OF THE SIT CLD Form IS NOT:

- To automatically refer Culturally/Linguistically Diverse (CLD) students for special education testing.



L₁ refers to the first language of the student. **L₂** refers to the second language (usually English).

1. CELA:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - To look at historical patterns (i.e. improvement/regression, etc.)
 - To compare to norms (i.e. group info, compare to other students in that class/grade)
 - To help determine language of testing
 - To help clarify where student is in their acquisition of English language development
 - Data helps frame discussion with the focus on English language development
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - IC (Infinite Campus, DPS student database).
 - OASIS (Online Assessment Scores Information System, DPS student database).
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 3 of Problem Solving Cycle

2. LANGUAGE OF INSTRUCTION:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - Identifies ELA programming student is receiving.
 - To specify current language of instruction.
 - To outline type & level of support that can impact learning rate and rate of English language acquisition.
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - School; general education teacher.
 - Parent Permission Form (PPF) found on IC or in cumulative file.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 3: Identify Contributing Issues.

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3. BICS/CALP:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - To compare student's ability to process and use language needed to be functional and successful in social vs. academic settings
 - To provide insight into normal second language acquisition process
 - To guide interventions & instruction
 - To use information as an opportunity to teach teachers & parents.
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - Body of Evidence (BOE)
 - BICS - parent, teacher, student observations; playground, lunch, classroom observations
 - CALP – CELA (reading and writing scores), writing samples, other academic data, ability to follow classroom routine/academic directions, read and comprehend academic text and higher level texts
 - Functional analysis observation.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 3: Identify Contributing Issues.

4. INSTRUCTION IN L₁:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - To identify student's educational history
 - To give insight into student's linguistic experiences (i.e. dialect, country of origin, etc.).
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - Parent/teacher feedback.
 - Cumulative file.
 - HLO (Home Language Questionnaire) found on IC or in cumulative file.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 3: Identify Contributing Issues.

5. SCHOOL HISTORY & HISTORY OF LANGUAGE OF INSTRUCTION:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - To provide insight to mobility, transitional issues, retention, etc.
 - To find patterns of history (i.e. match vs. mis-match between language of instruction and level of English language acquisition).
 - To note inconsistency of instruction compared to achievement gap or gaps in education.
 - To give insight in determining interventions or if further academic assessment is needed.
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - Cumulative file.
 - General education teacher.
 - Parent interview.
 - If information is not available, document attempts to gather data and reason for lack of information.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
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6. CULTURALLY RESPONSIVE INSTRUCTIONAL STRATEGIES:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - To research supports use of culturally responsive instructional strategies to positively impact achievement of CLD students.
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - Collaboration between general education teacher, DC (Designated Consultant), & any other who can contribute.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 3: Identify Contributing Issues.
 - Step 5: Develop Solution / Recommendations.

Examples of #6: Cultural Responsive Instructional Strategies

1. Include culturally relevant themes in a lesson that is representative of all student's cultural background.
2. Utilize literature in classroom activities (i.e. book reading books, book reports, etc.) that are inclusive of student's culture and other cultures.
3. Include explicit explanation on cultural context that may be different from the student's cultural background prior to introduction of a lesson (i.e. introduce new vocabulary words, information on certain U.S. cultural celebrations, holiday, history, practices, etc.).

7. ACADEMIC TRANSFER SKILLS INTO ENGLISH:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - To research supports use of culturally responsive instructional strategies to positively impact achievement of CLD students.
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - Collaboration between general education teacher, DC (Designated Consultant), & any other who can contribute.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 3: Identify Contributing Issues.
 - Step 5: Develop Solution / Recommendations.

Examples of #7: Academic Transfer Skills into English

Transfer skills are those skills a student may or may not have acquired in their native language that can be applied to the target language. For example, if English language learners have had formal educational experiences, they may know content area concepts. However, they may need to learn the English vocabulary that goes with the concept. They may need to pay attention to spelling, pronunciation, grammar, syntax. If they haven't learned the concept in their first language, ELLs will need to use the new vocabulary in different context with many repetitions to acquire the meaning. For ELLs, become familiar with their literacy strengths and weaknesses and how their native language literacy experiences are similar or different from target language to inform your instructional practices.

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8. SHELTERED ENGLISH CONTENT INSTRUCTIONAL STRATEGIES:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - To make content instruction accessible to English language learners
 - To provide student access to content begin taught in order to meaningfully participate.
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - Collaboration between general education teacher, DC (Designated Consultant), & any other who can contribute.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 3: Identify Contributing Issues.
 - Step 5: Develop Solution / Recommendations.

Examples of #8: Sheltered English Content Instructional Strategies

1. SIOP Model (Sheltered Instructional Observation Protocol).
 2. Use of visual aids, gestures, realia.
 3. Repetition and comprehension checks.
 4. Modeling of desired outcome and steps to reach desired outcome.
 5. Preview, review of content vocabulary.
 6. Language and content objectives (set different language objectives by level of English language acquisition).
 7. Present ideas in a concrete way then match with more abstract tasks (ie: use Bloom's taxonomy, hierarchical tasks).
 8. Vocabulary building for math (introduce math vocabulary and symbols before introducing the lesson); (to solve applied problems, calculation, instructional vocabulary specific to math, and directional vocabulary such as adjacent, parallel, perpendicular, etc.).
 9. Use culturally meaningful material (build on previous knowledge).
 10. Pair auditory with visual stimuli.
 11. For students with limited experience and language skills, allow demonstration of knowledge by pointing, choosing, matching, etc.
 12. Use cooperative learning in structured activity that is teacher monitored and requires ability matching and participation by all.
 13. Total Physical Response (TPR) (students with all levels of English language acquisition are required to give a physical response to instruction. i.e. nod, thumbs up, stand up, response cards, etc.).
- Educational strategies that are used for monolingual English speakers may be used with English Language learners such as: a) story writing and story telling; b) sequence beginning/middle/end; c) MAZE for comprehension- AIMSWEB in Spanish; d) Use writing supports (i.e. Venn Diagram, outline, webs, sentence strips, tape recording).

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9. CULTURE BELIEFS, PRACTICES, & EXPECTATIONS:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - To bring awareness of school and student's culture and the similarity and differences between the two cultures to reduce misinterpretations of student's cultural behaviors and norms and to guide interventions.
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - Collaboration between general education teacher, DC (Designated Consultant), & any other who can contribute.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 3: Identify Contributing Issues.

10. ACCULTURATION FACTORS:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - To identify possible stress related to acculturation that could be impacting academic, social-emotional, and health behaviors.
 - To bring an understanding of how acculturation stage or stress is impacting learning and second-language acquisition.
 - To guide social-emotional and health interventions in the classroom, school, and community.
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - Collaboration between general education teacher, DC (Designated Consultant), & any other who can contribute.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 3: Identify Contributing Issues.

Examples for #10: Acculturation Factors that Have Impacted Student's Learning and/or Second Language Acquisition

1. Cultural differences between home country and U.S. school systems: a) school expectations are different between U.S. and home country (both for students and parents); b) value systems are different when compared to U.S. school value system.
 2. Families are in the beginning stages of learning how to access outside resources (health, dental, ESL classes).
 3. Families and students may have difficulty trusting others outside of their own culture.
 4. Families and students may be in an isolative stage of adaptation where they do not have support from their own culture community or host culture community.
 5. U.S. views of "normal" development may be different from "normal" development in student's home country.
 6. Student may be experiencing emotional stress, attention, and concentration difficulties, and/or fatigue due to the expended cognitive and emotional energy related to becoming bicultural.
 7. There may be family discord related to differences in acculturation between generations within a family.
- Consult with a cultural mediator, from the student's culture, to learn about the culture and how to provide positive messages about the student's and family's home language and culture.

Suggested Strategies:

1. Have a discussion with parents about U.S. school expectations (i.e. practices, resources and parent's own school experiences).
2. Discuss the similarities and differences between the two without value judgment on any one experience.
3. Utilize written material on cultural adaptation process to U.S. classrooms for Culturally and Linguistically Diverse (CLD) students, to learn how to work together with families to provide support to the student.

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Items 9 & 10 are designed to obtain similarities & differences of students' cultural beliefs, practices and expectation and acculturation factors and their impact on student's learning. **The following information should be gathered from the parent before the SIT meeting.** However, if necessary, the following questions can be asked at the meeting with the parents.

1. What language does your child prefer to speak at home? *¿Qué idioma prefiere su niño(a) hablar en casa?*
2. How often has your child expressed discomfort when using or learning English? Please give examples of when and where this has happened. Are there other areas of discomfort that your child is expressing? *¿Con cuánta frecuencia ha expresado su niño(a) incomodidad cuando usa o aprende el inglés? Por favor den ejemplos de cuando y en donde esto ha pasado.*
3. How does your child's current school compare to the last school he/she attended? For example, are there similarities and differences in discipline, instruction, class size, language of instruction and overall expectations? *¿Cómo se compara la actual escuela de su niño(a) con la anterior a la que asistió? Por ejemplo, ¿hay similitudes y diferencias en la disciplina, la instrucción, el tamaño de la clase, el idioma de instrucción y las expectativas en general?*
4. If your child attended school in another country, what was his/her typical day at school like? *Si su niño(a) asistió a una escuela en otro país, ¿cómo era un día típico en su escuela?*
5. How does your child describe his/her current typical school day, including classroom and play time? *¿Cómo describe su niño su actual día típico de escuela, incluyendo el tiempo en el salón de clases y el tiempo de juego?*
6. What does your child typically do at home after the school day? *¿Qué hace su niño(a) típicamente en casa luego del día de escuela?*
7. When thinking of your past school experience and/or what you expect of your child's school, how does your child's school compare to your experience and/or to those expectations? (for example, common practices, routines, discipline, homework, ways of teaching, parent teacher conferences, etc.). *Cuándo piensa en su pasada experiencia escolar y/o lo que usted espera de la escuela de su niño(a), ¿Cómo se compara la escuela de su niño(a) con su experiencia y/o con esas expectativas? (por ejemplo, prácticas comunes, rutinas, disciplina, tareas, maneras de enseñar, conferencias entre padres y maestros, etc.)*

11. INTERVENTIONS BASED ON THE CONSIDERATION OF CULTURAL AND LINGUISTIC BACKGROUND:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - Research supports use of culturally responsive instructional strategies to positively impact achievement of CLD students.
 - Answers are based on information gathered on SIT CLD Form.
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - Collaboration between general education teacher, DC (Designated Consultant), & any other who can contribute.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 7: Retest Solutions (follow-up SIT meeting).

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12. HAVE YOU CONSIDERED PROGRESS MONITORING BEST PRACTICES FOR CLDS?:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - Literature and research support that cultural and linguistic factors need to be considered when interpreting progress monitoring data and measuring response to an intervention (i.e. CBM data may appear very different for L₂ English speakers as compared to L₁ English speakers, etc.). Comparisons should be made to students with same native language, same level of English language acquisition, similar opportunities to practice English, and similar cultural background.
 - CLDs made gains at different rates.
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - Collaboration between general education teacher, DC (Designated Consultant), & any other who can contribute.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 3: Identify Contributing Issues.
 - Step 7: Retest Solutions (follow-up SIT meeting).

Questions to Consider for #12:

1. Have appropriate tools been selected for progress monitoring? (i.e. MIDE or AIMSweb, IDEL or DIBELS, Performance Analysis Rubric)
2. When interpreting progress toward the aimline (rate of progress/slope), have cultural and linguistic factors been considered?

13. CONSULTED WITH ANY OF THE FOLLOWING ON-SITE RESOURCES:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - On-site personnel may have insights and training in the areas of concern that could contribute to the gathering of information or implementing of interventions.
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - Collaboration between general education teacher, DC (Designated Consultant), & any other who can contribute.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 3: Identify Contributing Issues.
 - Step 5: Develop Solution / Recommendations.
 - Step 7: Retest Solutions (follow-up SIT meeting).

13. CONSULTED WITH ANY OF THE FOLLOWING OFF-SITE RESOURCES:

- **RATIONALE:** What is the rationale for this data? Why is this piece of data important to discuss in a SIT meeting?
 - Off-site personnel consultation may add to the information gathered and the implementations of interventions administered by on-site personnel.
- **DATA GATHERED BEFORE THE SIT MEETING:** How can this data be obtained for a SIT meeting?
 - Collaboration between general education teacher, DC (Designated Consultant), & any other who can contribute.
- **WHEN DISCUSSED:** When should this data best be discussed during a SIT Problem Solving Cycle?
 - Step 3: Identify Contributing Issues.
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